

1st Grade Career Development
Activity #2: Community Helpers
Estimated time: 30-45 minutes

National Career Development Guidelines Indicators

PS1 - Develop understanding of yourself to build and maintain a positive self-concept

- PS1.K1 - Identify your interests, likes, and dislikes
- PS1.K3 - Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty)

PS2 - Develop positive interpersonal skills including respect for diversity

- PS2.K2 - Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful
- PS2.K10 - Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement

PS3 - Integrate personal growth and change into your career development

- PS3.K5 - Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources

ED1 - Attain educational achievement and performance levels needed to reach your personal and career goals

- ED1.K7 - Recognize that your educational achievement and performance can lead to many workplace options

Goal:

Students will investigate positive social behavior and explore career areas involved in helping.

Objectives:

- Discuss personal characteristics
- Discuss school and community helpers
- Discuss various careers

Materials:

- Chalk or whiteboard
- Drawing paper
- Crayons, markers, or colored pencils

Activity:

1. *Explain to the class that they will be talking about helping other people. Ask, “Have you ever needed help with something?” Allow students to answer the question. Then, ask, “Have you ever helped someone? What did you do?” Call on individual students to give examples.*
2. *Ask, “Do you know what you’re learning when you help out? You’re learning how to be responsible –who can tell me what that means?” Allow students to answer. “You’re also learning how to be dependable –what does that mean?” Allow students to answer.*

3. “Did you know there are many, many school and community helpers we can depend on when we need help? Let’s say we had a big accident in the classroom and made a big mess. Who could we call to help us? That’s right! Mr. _____ the custodian. Now, let’s say you went to the media center and looked everywhere for a book but can’t find one. Who can help you find that book? That’s right. Ms. _____ the media center director.”
4. “Now, think about the helpers in our community. Can you tell me who some of them are?”
Make a list on the board of student responses until you have a long list of community helpers on the board. Give a few examples if needed.
5. “Look at our list! As you can see, we have many community helpers.” *Have students act out their responses to these and other similar questions.*
 - a. “Who can you call for help if your house is on fire? Show me what they do.”
 - b. “Who drives the buses that take some of you to school and back home at the end of the day? Show me what they do.”
 - c. “Who do you see when you feel sick? Show me what they do.”
 - d. “What if there is a crime in your neighborhood? Who can help you? Show me what they do.”
6. *When students are done acting out what community helpers do, ask students to choose their favorite community helper and draw a picture.*
7. *When students have completed their pictures, have them present their helper to the class. Display their pictures on a bulletin board under the title, “Our Community Helpers”.*

Evaluation:

Students will be evaluated on their handouts and their drawings.